

# **Examiners' Report**

## **June 2023**

**GCE Physical Education 9PE0 02**

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June 2023

Publications Code 9PE0\_02\_2306\_ER

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## Introduction

This was an accessible paper that had both depth and breadth examining the specification to provide differentiation, thus distinguishing between varying levels of competency.

The questions assessed breadth through 19 questions and depth through the 4 extended questions, two of which were marked with an \*. These questions enabled candidates to apply their wider knowledge and understanding from across the course of study to a particular topic.

The paper included a spread of well-established PE topics that presented a variety of demands in terms of the command words used.

In general, candidates used the different requirements of the command words with some success. However, it is advised that when using the command word 'summarise' there is an expectation to write in full sentences and therefore to use continuous prose.

Many candidates were able to access the higher mark bands for the levels-based questions, demonstrating:

- academic knowledge
- the ability to apply this to the specific question
- the ability to manage the time frame of the exam/per question

Centres are reminded that the Assessment Objectives (AOs) have specific demands and mark values. AO1 accesses knowledge in isolation, AO2 applied knowledge and AO3 analysis and/or evaluation.

The responses seen to the points assessed questions were good to excellent and many candidates gained full marks on several questions. However, gaps in candidate knowledge were seen in particular for Question (Q) 15, when examining the term 'Bungs' and Q16 comparing provisions from East Germany to those found in the UK.

The extended questions used the command words analyse Q05\* and Q18\*, discuss Q11, and evaluation for Q19.

The extended questions provided an opportunity to draw in differing viewpoints and to reach considered and substantiated conclusions. The technique and structure of the extended writing tasks was higher in this series, with candidates focussing more on AO3 demands rather than regurgitating remembered facts. There were some responses of very high quality, written by intelligent and articulate candidates.

Centres should encourage candidates to look for key guide words in the question and use these to direct their writing. For example, Q19 specifies areas of evaluation through the provision and opportunity for, and status of, women – these could become section headings so as to steer the writer to answer the question.

The quality of the extended levels questions dominated the final mark outcomes of the paper. These questions require the higher-order thinking skills and are proving a more difficult test for some candidates. Q05 and Q11 were marked with an \* and for many candidates little specification extension incorporating content from the wider specification, was observed.

AO2 applied knowledge was seen as being good in the Level 3 and a few Level 4 responses but in many, the range of applied examples in all four extended questions was very generic. Answers often only offered the basics of core specification knowledge, and centred on a few core specification topics. The quality of spelling, punctuation and grammar (writing skills) was limited for some, and very good for many, candidates.

Centres, on the whole, appeared to have prepared their candidates sufficiently to enable them to contend successfully with the nuances of Steiner, Psychological Refractory Period and Schema theory.

Frequent mistakes on all four extended responses were:

- overly long introductions particularly for Q18
- not writing in a chronological order – again for Q18 in particular
- limited sporting examples, which were over-explained at times
- brief conclusions that did not, in the case of evaluations, make a judgement. Some responses contained no conclusion, which detracted from the quality of the answer
- failure to use the specific key command words in the answer such as for Q19 – namely 'provisions, opportunities and status'
- some scripts were difficult to interpret because the particular hand-writing style was unclear

## Question 1

The command word 'summarise' (AO1,2 or 3) required candidates to express the most important facts or ideas about the reciprocal style of coaching.

Many candidates answered this question well, gaining full marks, and demonstrating knowledge and understanding. The reciprocal method of coaching is a dual process, with clear roles for both the coach and the learners/performers. Some responses tended to lack the specific detail of these two roles. The coach sets and monitors the task, with learners working together – one doing and one observing offering feedback in alternating roles.

Many candidates wrote answers that were too brief because there was a requirement to comment on the actions of both coach and performer and where this was lacking no marks were awarded.

Reductionist statements such as “learners act as teachers” or “coach has control” were not credited because they could refer to other coaching styles and are not exclusive to the reciprocal style.

Some candidates referred incorrectly to the command style or guided discovery style of coaching.

1 Summarise the reciprocal style of coaching.

(2)

Is when both the <sup>performers</sup> ~~coaches and the performer~~ have an input on the session. The coach will tell them to do something and they can <sup>coach</sup> ~~play~~ their one another, helping with correcting form, feedback.



**ResultsPlus**  
Examiner Comments

This response receives both marks.

The candidate has identified the role of the coach in setting the task and that of the learners.

The key words of working with each other offering feedback suggest the writer understands what is meant by the reciprocal coaching style.

Whilst the response suffers from errors in writing style, this is an acceptable response.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Ensure your writing style has clarity, to avoid confusions.

## Question 2

Q02 used the command word 'outline' (AO1), that required candidates to write a brief account of non-linked points.

Overall, most candidates answered this question successfully, giving an appropriate depth of detail. They outlined the performance as a whole, broken down into, and then enhanced, sub-routines, followed by a return to the whole skill being performed.

Where candidates had difficulty, they tried to outline the method as relating to an entire practice or performance, rather than an individual skill.

The best answers referred to skills being broken down into sub-routines and the most common and effective examples were the triple jump or a tennis serve. Because the method is dependent on breaking skills down into parts, reference was needed to sub-routines and the identification of at least one sub-routine, to gain high marks.

Where two marks were not achieved this was mainly due to an incorrect sporting example, although a few incorrect outlines of the method were also noted.

2 Using a sporting example, outline the whole-part-whole method of practice.

(2)

The whole-part-whole practice method can be used

when learning and practicing triple jump.

To use this practice method, the athlete will

perform the triple jump skill as a whole then

the athlete will break each part down and practice

each part individually. Therefore, they practice the

running part then the ~~the~~ step then the jump.

After they have practiced each part of triple jump

individually, they'll ~~get~~ perform the whole triple

jump skill.



**ResultsPlus**  
Examiner Comments

This response gains both marks.

There is clear content demonstrating that the whole-part-whole method is understood and reference to the sub-routines or, in this case, parts of the triple jump.

Whilst the exact term 'sub-routines' is not mentioned it is acceptable to award the mark for 'breakdown and practice' each part individually, such as the run or jump sub-routine.

Total: 2 marks



2 Using a sporting example, outline the whole-part-whole method of practice.

(2)

whole-part-whole is a method of <sup>practicing</sup> ~~learning~~ a skill where initially, the skill is practiced in its entirety. It is then broken down into parts or sub-routines before being practiced as a whole again. This can be demonstrated in a triple jump, by practicing it as a whole, before breaking it down into the keep, skip and jump, and then practicing it as a whole again.



**ResultsPlus**  
Examiner Comments

This response also gains both marks.

The candidate details the practice method of whole-part-whole correctly, and then identifies the sub-routines that could be practised.

The detail is sufficient to demonstrate full understanding.

Total: 2 marks

### Question 3

Q03 used the command word 'summarise' (AO1,2 or 3) and required candidates to express the most important facts or ideas about two specific types of feedback – concurrent and terminal.

This question was well-answered by almost all candidates and proved to be straightforward. The majority of candidates knew the difference between terminal and concurrent, and were able to give appropriate examples of feedback to support their answers.

Marks were lost where there was confusion between the types, or examples were vague and not used to support either concurrent or terminal feedback. However, this was a rare occurrence.

- 3 Summarise what is meant by concurrent and terminal feedback. Use examples from sport to support your answer.**

(4)

Concurrent is feedback that occurs during the game, this could be a coach yelling on the sideline or a referee during a timeout or halftime. For example at football coaches may give feedback on player positioning or their movement and may change the formation. Whereas terminal feedback is when the players are given advice when the performance is over. E.g. a basketball coach using game film could look at individual performances with players to identify where were wrong or right. This could be defensive position etc then a player may work on these over time before the next game.



The candidate is able to show clarity of understanding by summarising the two types of feedback.

The first summary, on concurrent feedback, states during a game as in at a 'line-out' and then at half-time. There is a discussion that at half-time the performance has ceased but in the context of the whole game, feedback affects the ongoing performance. However, the content would be sufficient to gain the one mark for the explanation and one mark for the example.

Terminal feedback is also summarised in sufficient detail to gain two marks with the example of video analysis given after a game has finished.

Total: 4 marks



Add a line space between each specific section of the answer: this helps the examiners see the two distinct answers.

## Question 4

Q04 used the command word 'describe' (AO1), which required candidates to write an account of something, without reasons.

The focus was the psychological refractory period and candidates had to include a suitable sporting example, thus offering further applied insight. This topic can be quite difficult to describe with clarity. It was pleasing to see many candidates being able to write of the presentation of two stimuli being related to subsequent responses and the time delay involved between the response to a first, then the delayed second, stimuli.

Those candidates who knew this concept answered it well and used appropriate examples, such as deflections in football and net cords in tennis. Some examples were tenuous but most were credited.

A few candidates confused the concept with time to process information or generalised statements over reaction time, rather than response delay due to the presentation of a second stimulus.

- 4 Describe the psychological refractory period. Use an example from sport to support your answer.

(2)

and time  
This is the delay<sup>^</sup> between the response of the first stimulus before the ~~recognition~~<sup>onset</sup> and ~~start~~<sup>response</sup> of stimulus 2. The performer has to respond to the first stimulus before they can think and respond to the second stimulus. For example, in rugby the attacking player might fake one way but go the other which causes the defending player to move in the first direction and complete that action before they can move in the other direction and by this time it is too late.



This response gains both marks.

The description is clear and well-structured, identifying the relationship between two stimuli and the delay in initiating actions to each. The example given is valid: that of a 'dummy' move.

Overall this a very clear and concise answer.

Total: 2 marks



Including the wording 'For example' when asked for an example from sport clearly identifies this part of the response.

## Question 5

Q05 was the first of the extended essays and required a knowledge of schema theory using the command 'analyse'. (AO2:5 marks AO3:10 marks). The candidates had to examine something methodically and in detail, typically in order to explain and interpret it.

Extended questions are 'levels-based' in terms of the assessment and for this series, it was pleasing to see many responses gaining a Level 4, reflecting very good technical language, applied examples and analysis to draw conclusions.

A question marked with an \* also required understanding from across the course of study, which was often unfortunately lacking in depth and detail. Answers tended to be descriptive, with many candidates giving a clear knowledge of recall and recognition schema, generalised motor programmes stored in the long term memory, and how these are adapted. However, candidates did not go on to apply them correctly to the implications for both a coach and a performer.

Higher-marked answers referred to coaching styles and practice structures used to develop schema but still lacked the links to the wider course. Extended responses need to be balanced and the implications (and impacts) can be both positive and negative.

Very few answers identified the potential negative implications such as poorly-stored motor programmes, incorrect S-R bonds and negative stereotypes that are often generated from stored generalised motor programmes. However, given the complexity of schema theory and the time limits in which to write, candidates, on the whole, made a proficient attempt of answering this question. Many candidates were well-prepared for this topic.

Levels assessment for the command word analysis is made against AO2 – applied knowledge and understanding and AO3 – analyse methodically to explain and interpret a topic area.

Writing an extended response to a levels-based assessed question requires structure:

- Start – introduction
- Detailed middle – discrete paragraphs
- End – conclusions



\*5 Analyse schema theory and its implications for both a coach and a performer in optimising performance.

Use your knowledge and understanding from across the course of study to answer this question.

(15)

Schema theory proposed by Schmidt suggests that not all motor programmes are stored in the long-term memory (LTM). Instead, there is a generalised set of motor programmes that are adapted each time a performer goes to carry out a skill. This theory explains how autonomous performer can undertake simple skills with little conscious control due to a grooved and overlearned ~~motor programmes~~ generalised motor programme stored in the LTM.

Schema theory is applied when performing a skill. Initially, recall schema takes place whereby the environment is considered for example position of teammates in the initial conditions. The response specifications are also drawn upon to know how much weight to put on a pass for example. This links to the DCR process whereby schema theory links to information processing as the stimuli are detected, compared and recognised. The generalised motor programme (GMP) is retrieved from the LTM to perform the skill.

After the skill, recognition schema happens whereby the sensory consequences are stored knowledge of performance ~~then~~ takes place to see if it matches with the GMP stored in the LTM.

The performance outcomes are also considered and therefore knowledge of results is considered<sup>3</sup>. A performer can then update their Schema after the skill has been performed.

This knowledge of schema theory can then be applied by the coach and performer to maximise learning and therefore performance. As Schema is based upon previous experience a coach could use varied practice to develop it as the open environment is always changing and demands skills to be performed subconsciously, helping develop autonomous learners. A coach could also use feedback to help cognitive learners improve their GMP, to groove and overlearn it correctly so that the correct response is given to a stimulus. Terminal feedback could be positive reinforcement for example and so by Thorndike's Law of Effect, the correct stimulus is likely to be repeated and the GMP in the LTM be correct. Stage of learner (Fitts and Posner) is essential to understanding the correct way to develop Schema, placing a cognitive learner in a varied practice environment may cause information overload and the wrong GMP in the LTM. This would hinder the learner's development.

As for a performer, understanding the ability to recall GMPs from the LTM requires an optimum level of arousal as it's used in information processing and linked with memory. Being over-aroused for example may inhibit their ability to carry out a



well-performed skill, ~~however~~ especially cognitive errors. As a result, cognitive anxiety management strategies like mental rehearsal could be used. A performer should also be open to feedback from a significant other to help change a wrong GMP otherwise their response to a stimulus will remain the same and they won't improve. It is also important that they develop their selective attention so that in recall schema, they only pick up on necessary stimuli from the environment in initial conditions. ~~Therefore~~ This would therefore measure the use of schema theory for them.



This response was marked at a Level 4. The candidate is able to include sufficient content to indicate a very good level of knowledge and understanding, with appropriate technical language and analysis.

The introduction is concise, showing the candidate knows the topic area with reference to the generalised motor programmes (GMP) stored in the long-term memory, building for autonomous skill production.

Subsequent paragraphs offer insight into recall schema linked to the Detect, Compare, React (DCR) process and recognition schema, with logical analysis and building understanding for the reader.

Applying this understanding to the coach, the candidate identifies the use of variable practice as a form that builds adaptations to the GMP, thus making strong links between theory and practice.

Reference is made to cognitive learners. Knowledge from the wider specification is identified through Thorndike's laws of learning, Fitts and Posner's stages of learning, cognitive stress management and the role of feedback given by significant others.

Mention is made to a performer's levels of arousal and how this affects the ability to select the most appropriate GMP. The level of discussion formed very good to comprehensive analysis.

The addition of a clear conclusion would have elevated the level further but reading the final comments, the candidate makes some closing analytical comment.

The overall understanding shown and the fluency of writing support the Level 4 mark.

Total: 11 marks

Level 4



Write a plan: it helps structure your essay and can be rewarded as part of the answer.

## Question 6

Q06 used the command word 'describe' (AO1) which required candidates to write an account of something without reasons. In this question the topic was the frustration-aggression hypothesis.

This question was answered well by many candidates, who provided a range of responses although often confusions existed with aggressive-cue hypothesis.

Two elements were required for full marks: frustration is a natural by-product of sport because the essence of sport is the blocking of goals and frustration leads to aggression. The key wording of 'blocking of goals' was expected, and the link between a rise in frustration leading to the natural response of aggressive behaviour being more likely to occur. There was no need to describe the concept of aggression to gain full marks, or to include a sporting example.

**6 Describe what is meant by the Frustration-Aggression Hypothesis.**

(2)

This hypothesis states that as an athlete becomes more frustrated or aroused, that this leads to further chances of aggressive behaviour occurring.



**ResultsPlus**  
Examiner Comments

This example gains 1 mark. The candidate has written a suitable description of the frustration-aggression hypothesis but does not include the key term or word of 'blocking of goals' or 'goals being blocked'. This is a key part of the hypothesis and was expected in any response.

Total: 1 mark

6 Describe what is meant by the Frustration-Aggression Hypothesis.

(2)

When a goal is blocked performer will become  
frustrated which will build up aggression



**ResultsPlus**  
Examiner Comments

This response gains both marks.

The candidate identifies the key wording of 'goals being blocked' and then links a build-up of frustration to aggression. The link is made between the three key words found in the mark scheme.

Total: 2 marks

## Question 7

The command word 'summarise' (AO1,2 or 3) required candidates to express the most important facts or ideas detailing the external influences on a competitive performance. As such, candidates had to focus their responses on the area of the specification section: sports psychology

This question proved difficult for many candidates. The concept of external influences is wide-ranging and for questions such as this, candidates needed to provide a greater range than was often seen in their responses.

There was a tendency to focus purely on the crowd in terms of intention, proximity or significance, which impacted through social facilitation or social inhibition. The specification identifies four key factors – significant others, home-field advantage, the distraction effect and the proximity effect. All of these impact similarly.

Many candidates wrote good answers that only attracted one mark due to this factor. To gain additional marks, candidates needed to include other factors such as the opposition, environment, media and officials – if contextualised, they gained credit.

### 7 Summarise the external influences that impact a competitive performance.

(3)

Size of a crowd - the larger the crowd the higher the arousal which could improve or decline performance

Proximity of the crowd - the closer the crowd the higher the arousal, impacting their performance

Location (home or away) - unfamiliarity can cause anxiety and hostile crowd can cause anxiety/arousal, affecting performance



The candidate includes sufficient detail to satisfy the command word requirement of a summary.

They show how the identified external influences impact a performance to justify the mark given. All external influences normally have effects through social inhibition or social facilitation. The crowd size, proximity and the home/away field are legitimate influences.

Total: 3 marks



Write each answer on a separate line.

7 Summarise the external influences that impact a competitive performance.

(3)

The weather, if the weather is heavy rain poor its going to be harder to give a positive performance.

The fans, if the fans are positive towards the performer it'll build the performer's self-efficacy and confidence.



The candidate summarises two distinct external influences, both of which are valid and credited with a mark.

Total: 2 marks

## Question 8

The command word summarise (AO1,2 or 3) required candidates to express the most important facts or ideas detailing Steiner's model of group dynamics, supplemented with an example from sport.

Overall, this question was well-answered by those who had learned Steiner's model. This is a specific model and accuracy of detail was required to gain marks. Allowance was made if the content read either actual productivity = **group productivity** or **potential productivity**, minus faulty processes because this option appears in various educational texts.

Some candidates made an 'educated guess' and some were credited a mark because they used the phrase 'group dynamics', particularly when suggesting a suitable sports example. Examples tended to mention social loafing or a lack of teamwork. Some candidates detailed other group dynamic factors incorrectly, such as cohesion being a four-stage of process of group formation.



- 8 Summarise Steiner's model of group dynamics. Use an example from sport to support your answer.

(2)

Steiner's model of group dynamics states that ~~potential productivity~~ actual productivity is equal to potential productivity minus losses due to faulty processes. In football a group may have high levels of potential however due to faulty processes such as social loafing or individuals being forced to play out of position, the actual productivity of the group will fall.



**ResultsPlus**  
Examiner Comments

The candidate identifies the correct model proposed by Steiner in that actual productivity is potential productivity minus faulty processes.

The clarity of writing with a suitable sporting example supports full understanding. The example of social loafing is correct. This, and playing out of position are summarised well as faulty processes.

Total: 2 marks



## Question 9

The command word 'describe' (AO1) required candidates to write an account of something without reasons, detailing what is meant by tangible and intangible rewards.

Almost all candidates answered this question successfully. This is a straightforward comparison of the two main forms of reward available to a performer. Some candidates did, however, confuse the two but this was rare.

No sports examples were needed but most candidates gave an example for each, to support their understanding.

**9 Describe what is meant by both tangible and intangible rewards.**

**(2)**

Tangible rewards are physical things, such as a player of the match trophy

Intangible rewards are non-physical, such as increased media attention, fame, and praise.



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Examiner Comments

The description of both tangible and intangible rewards is clear and concise.

The use of an example for each qualifies the description sufficiently to show that the candidate has included the correct information.

Total: 2 marks

## Question 10

The command word define (AO1) required candidates to write a statement of translation, thereby matching the specification glossary closely – here, defining the 'Great Man Theory' of leadership.

This question was well-answered by candidates, who were able to include one the keys words of born, innate or trait. Some included all three. The key to gaining the full mark was to ensure there was clear indication of a leader being natural – people born with those innate traits that serve them to be great leaders.

**10 Define the 'Great Man Theory' of leadership.**

(1)

Innate characteristics plus <sup>the</sup> ~~their~~ ~~their~~ social  
interactions and environment ~~are~~ the most  
effective leader



**ResultsPlus**  
Examiner Comments

This response scores a mark of 1. The candidate has drifted in their writing into interactionist theory but included the key word of 'innate' characteristic. While debatable all 'great man' leaders are born with the qualities to be a leader but will not exist in a vacuum, therefore they will also interact with, and be 'shaped' by, the environment.

10 Define the 'Great Man Theory' of leadership.

(1)

Great Man Theory also known as trait theory.

It suggests that some people are born leaders, and that it is an innate and enduring trait.



**ResultsPlus**  
Examiner Comments

The candidate includes two of the key words from the mark scheme: trait and innate.

This is a full and accurate answer.

Total: 1 mark

10 Define the 'Great Man Theory' of leadership.

(1)

This theory states that leadership is an innate characteristic that some are born with, it endures a lifetime, person is inclined to be a 'great leader'.



**ResultsPlus**  
Examiner Comments

This response contains the key words of innate and leaders being 'born' with the characteristics and that this is enduring.

Total: 1 mark



**ResultsPlus**  
Examiner Tip

Underline key words such as 'innate' or write them in capitals letters, to highlight their importance.

## Question 11

The command word 'discuss' (AO1-5 marks AO3-10 marks) required candidates to explore issues, lines of reasoning and situations, articulating different view-points.

The indicative content detailed in the mark scheme was well-documented by candidates, who focussed their writing on the three major theories of arousal and the causal effect resulting in a performer experiencing anxiety. Hull's drive theory, the Inverted U theory and Catastrophe theory were well-discussed.

This question was answered well, with many candidates secure in their knowledge of arousal, anxiety and psychological skills training methods. Some candidates were awarded a Level 5. A large number gained Level 4. The specific demands of the question should be noted. The question asks for effects during competition. Many candidates did not reference this, thus limiting the quality of their response.

It was pleasing to read several mature and coherent answers to this question that quite rightly achieved the higher mark bands.

Many candidates were able to describe arousal theories, types/symptoms of anxiety and psychological training methods, with many, quite correctly, focussing on stress management techniques. Only the more sophisticated responses made specific links between arousal leading to anxiety, and management techniques to combat this. Links were made to cognitive and somatic stress, as well as competitive state and trait theories of anxiety.

Very good responses discussed the use of self-talk to prevent over-arousal or the use of progressive relaxation to manage somatic anxiety. Mental rehearsal, pre-game routines, and visualisation were all applied correctly to answering the question.

Candidates should be encouraged to write conclusions that make substantiated judgements, where possible.

Extended responses have to be judged against criteria for levels-based assessment.

The criteria are used to make an assessment for this question against AO1 knowledge in isolation and AO3 – articulating viewpoints through discussion.

Candidates should be encouraged to use discrete paragraphs to illustrate one key point. Link these together using words such as 'however', 'consequently', 'an alternative view...'.

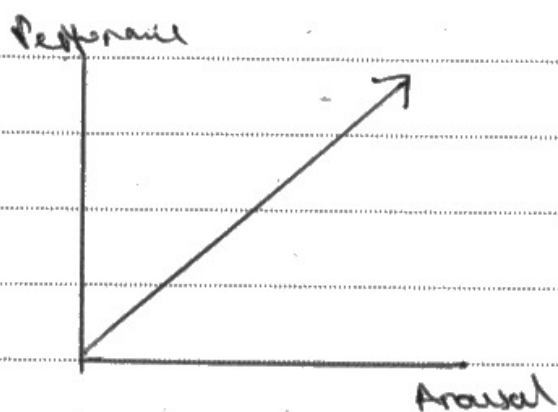
11 Discuss the effects of arousal and anxiety on an athlete during competition and the use of psychological skills training methods to improve their performance.

↳ Cognitive anxiety techniques

(15)

Arousal is defined as a state of psychological readiness and excitement for performance. Anxiety is a state of worry or fear about failure to perform. There are 3 key theories surrounding the effects of arousal on performance and these are the Drive theory, Inverted U theory and catastrophe theory.

Drive theory states that arousal and performance are proportional, suggesting that the greater level of arousal an athlete can reach, the greater level at which they are



able to perform. This is shown to the left on a graph where arousal and performance increase in line with one another. However the

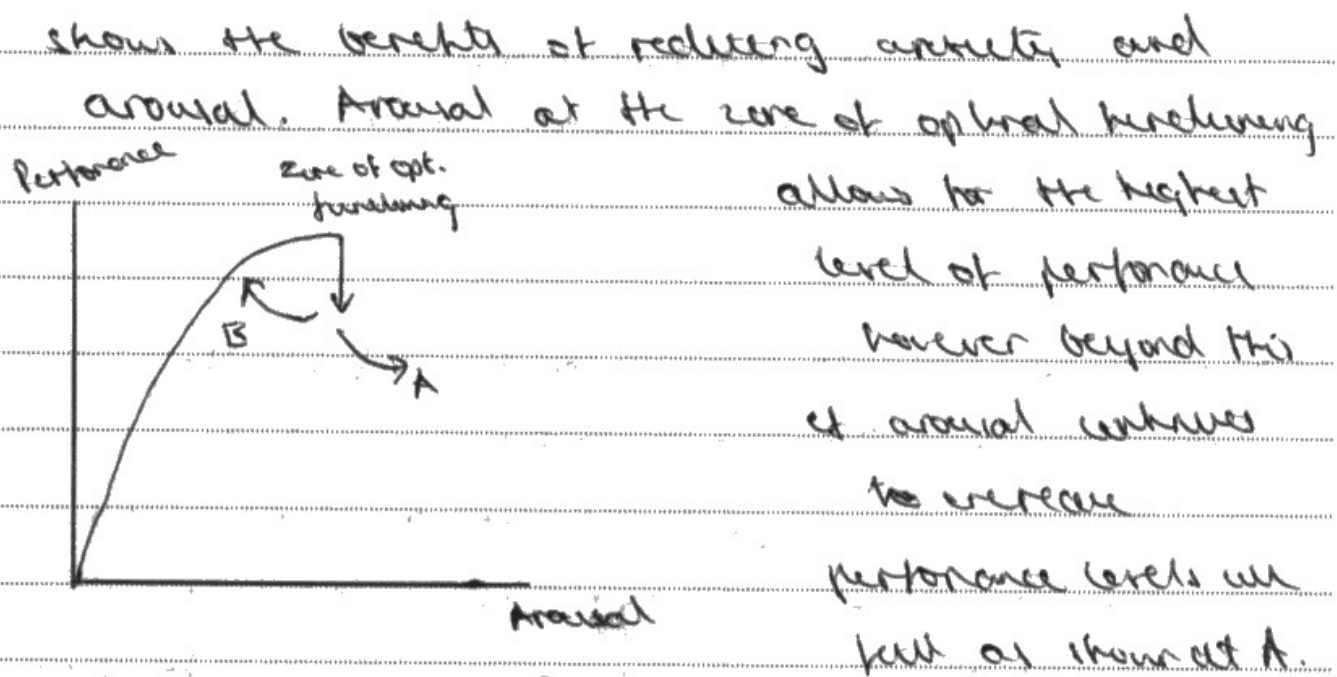
theory fails to account for the effect of anxiety and possibility of over arousal.

Anxiety can increase arousal however beyond a point of anxiety is too high this can lead to over arousal and a fall in



performance levels. The inverted U theory states that at their preferred level of arousal performers reach their 'zone of optimal functioning'. This is where performance is maximised and typically, cognitive anxiety is high and somatic anxiety is low. For performers at different stages of learning such as cognitive or autonomous performance optimum arousal will differ. Furthermore depending on the type of skill, gross or fine, optimum arousal will also differ with lower levels of arousal suited to fine skills. None the less the effect of anxiety on arousal and performance during competition are common. If cognitive anxiety climbs too high, often in introverts, choking may occur where athletes feel the harder they try, the worse their performance will get. To reduce cognitive anxiety the athlete can, prior to performance, practice psychological methods such as imagery of success, stopping of negative thoughts surrounding failure or mental rehearsal of the skill they are about to perform.

The catastrophe theory can be used to look at the effect of arousal to performance and through ~~reduction~~ stress reduction techniques catastrophe theory



If an athlete is able to deploy stress reduction techniques both psychologically and physically through progressive muscle relaxation and centring (core deep breath) they are able to reduce anxiety and arousal and keep performance high.

In conclusion the effect of arousal and anxiety on an individual during competition differ depending on personality, stage of learner and type of skill. However catastrophe theory best details how differing levels of arousal affect performance. For example before taking a free kick in football stress reduction techniques are used in reaching optimum anxiety and arousal to bring about correct kempt response and score.

(Total for Question 11 = 15 marks)



The content highlights a knowledge of the topic area well, with a fluency of technical language and discussion that offers viewpoints.

The introductory paragraph sets the scene by informing the reader that the content reflects the three core theories found in the mark scheme indicative content.

Hull's drive theory is discussed, offering criticism by way of qualification.

Inverted theory is discussed with reference to the stages of learning. It offers extension of the specification topic with reference to fine and gross skills, introverts and the use of cognitive stress management techniques.

Catastrophe theory and the zone of optimum functioning is discussed, as well as the use of progressive muscle relaxation (PMR) and centring to combat a decline in performance.

This response makes very strong links between theory and practice and uses appropriate technical language. Graphs, whilst not expected, help to visualise the theories given. The final conclusion makes a clear statement and draws very good, to comprehensive, analysis, to make judgements.

Total: 10 marks

Level 4



Write one key point in each paragraph.



## Question 12

The command word 'describe' (AO1) required candidates to detail an account of something without reasons, in this question describing the origin and 'cult of athleticism'.

Responses were varied and many candidates only hinted at a knowledge and understanding of this topic. A range of responses was seen and though often not worthy of a mark, it was encouraging to see a number of candidates attempt an educated guess.

The question requires two elements: the origin and meaning. Most candidates were able to quantify origin as related to the era of Dr Arnold, Public Schools or Muscular Christianity, but were vaguer on meaning.

Responses needed to include detail of the physical commitment of boys, the link to endeavour and moral values developed through sporting activities.

The cult of athleticism became a movement also linked to loyalty and honour.

Including a key word(s) found in the question often helps form the answer. In this case, the word 'origin' guides the candidate in their response.

**12 Describe the origin and meaning of the term 'cult of athleticism'.**

(2)

athleticism originated in the British  
Public Schools and refers to the display  
of muscular christian display of athletic  
endeavour and moral integrity



The candidate is able to identify where the cult of athleticism originated, as in the Public School era, and the meaning centred on physical activity and a moral dimension.

The description is not extensive but sufficient to warrant the marks.

Total: 2 marks

### Question 13

The command word 'outline' (AO1) required candidates to write a brief account of non-linked points. For full marks, three distinct points were needed, detailing how elite performers have become commodities as a result of commercialisation.

However, responses tended to be uncertain and missed the question intention. Many candidates misread the question and saw an opportunity to outline commercialisation as a concept. The focus is clearly on elite performers as commodities.

The most frequent responses referred to elite performers as items that could be bought and sold. Alternatively, candidates discussed how market forces harness elite performers to sell a brand being used by sponsors to endorse products, thus becoming tied to commercial processes.

Rarely seen in responses was the idea that professional sports academies have high 'throw out' rates as part of commercial processes in the elite sports arena, or the concept of 'Plastic brits' – elite performers selling their nationality.

**13** Outline how the commercialisation of sport has resulted in elite performers becoming commodities.

(2)

Commercialisation has brought loads of money into sport and elite performers have become assets to clubs. To improve, clubs want the best player so they buy and sell like commodities. Brands also invest in players as commodities through sponsorship and endorsement.



**ResultsPlus**  
Examiner Comments

The candidate outlines correctly how performers in elite sport are bought and sold as an item or commodity.

They are also bound in to sponsorship and endorsements, thereby becoming linked to the selling of goods and, by association, become commodified themselves. Then they lose their sports identity and become known for the product.

As detailed in the mark scheme 'CR7' is a brand rooted in commercialism, allied to an elite sportsman.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Outline means write in full sentences. Single words are for a list – a different command word.

13 Outline how the commercialisation of sport has resulted in elite performers becoming commodities.

(2)

Commercialisation of sport has led to a massive increase in money and funding. This has led to performers being bought and sold by clubs and teams as commodities. The introduction of sponsors also means that performers are treated like promotional tools and commodities that companies can also benefit from financially.



**ResultsPlus**  
Examiner Comments

Two points are made.

Elite performers are bought and sold as commodities.

Elite performers are linked to the financial processes of sponsorship and endorsements for commercial gain.

By association, elite performers are bound into, and are part of, commercialism beyond simply performing.

Total: 2 marks

## Question 14

The command word 'summarise' (AO1,2 or 3) required candidates to express the most important facts or ideas detailing the impact of technology on the viewing experience.

This question was well-answered where candidates focussed their responses based on the *impact* on viewing, with both positive and negative summaries. These included camera angles, 24/7 worldwide coverage, more channels, detailed sports analysis, or the use of Video Assistant Referee (VAR). Negative summaries such as the extended waiting time for VAR decisions and increased advert breaks were equally merit-worthy.

Where responses did not achieve full marks many candidates tended to focus away from the viewing experience and made comments on matters such as the cost of purchasing equipment or travelling abroad. These were unrelated to the direct viewing experience.

It can be beneficial to label and identify responses by number or bullet point, with each point made seeking credit.

This applies to the points-based questions only.

### 14 Summarise the impact of technology on the viewing experience.

(4)

Technology has increased the excitement of the viewer as it enables analysis which gives them a deeper understanding of the sport. \*

Technology has allowed for more viewing opportunities through 24/7 sporting channels, however this can lead to boredom and repetitiveness.

\* Although too much analysis can become boring.

It has allowed fans to be able to view their team without travelling abroad or long distances and miss work or children's care.

The reduced coverage of minority sports due to the large coverage of football and cricket, can cause frustration within the viewers.

Pay per view has allowed viewers to watch sports without buying long term deals and contracts with packages.



The candidate includes several impacts and thereby offers a comprehensive response.

The impacts of:

- increased analysis and understanding
- increased channels offering 24/7 coverage
- a negative impact with the reduction of minority sport coverage as a result of the expansion of football
- the ability to use pay-per-view, which was considered an acceptable impact because it relates to technology

The qualification that too much analysis can result in boredom would also have been acceptable as a separate point worthy of credit.

The inclusion of reference to a reduction of travel to watch live sport was not considered worthy of credit because it is not directly related to the viewing experience.

Total: 4 marks

## Question 15

The concept of 'bungs' was not widely understood. Many candidates gained marks because they related the definition to match fixing or betting, contained in the specification. It is therefore a topic of study.

Candidates should be aware of the historic implications of the era when 'bungs' were commonplace. The definition is contained in the specification glossary.

Candidates will not be marked down for attempting to answer a question but giving an incorrect response. It is worth making an educated guess.

**15 Define the term 'bungs'.**

(1)

Money payed to perzormers to ~~re~~ give  
the outcome of a match or competition



The concept of bungs does not refer to match fixing and highlights an atypical response seen this series for Q15.

Total: 0 marks

**15 Define the term 'bungs'.**

(1)

Under the table, undisclosed payments which ~~sa~~ influence  
a player to ~~an~~ transfer or move to ~~anoth~~ the club that  
gave the 'bung' to them.



The candidate has the correct knowledge of the terminology and understands the illegal nature and reward of securing a transfer.

Total: 1 mark



## Question 16

The command word 'examine' required candidates to write a justification or exemplification of a point using analysis or evaluation. This question examined the historical influence that the East German (EG) sports system had on the provision of UK sport.

It was pleasing to read several very good answers to this question. As the eight-mark question, it was levels-assessed. It demanded knowledge in isolation of the EG system (AO1, 4 marks) and its influence or effect in shaping UK sport provisions and analysis (AO3, 4 marks).

The better answers examined a number of different features of the EG system and linked these to specific developments in the UK. The higher marks that accessed the top band managed to examine critically processes from the EG system that were not exclusively copied by the UK, such as the widespread use of doping.

The question was not only about talent identification but this was the most frequent point made. This was only a part of the EG system and candidates who limited comments to this were restricted to Level 1.

Frequent responses also focussed on enhanced facilities without detailing the UK Sport Network, funding or independent boarding schools and National Governing Body (NGB) pathways. However, there were confusions evident throughout a large number of responses.

This response is set out in a reader-friendly way: each point is written in a discrete paragraph.



16 Examine the historical influence that the former East German sports system had on the provision of UK sport.

(8)

East German sports system introduced full time athletes and coaches. This can be seen through UK sport as professionalism occurs, ~~not~~ and large amounts of jobs are in sports such as physios and coaches.

East German sports system implemented sports science into their athletes ~~for~~ to ~~enter~~ maximise performance. This can be seen in UK sport, as athletes have nutritionists and analysts in order to aid recovery and enhance performance.

The East German sports system had central funding from the government in order to pay for facilities and also for athletes. This can be seen in the UK as the lottery funds a lot of sporting materials such as facilities. ~~and~~

East Germany had ~~the~~ a system of early talent identification, this was through the implementation of tournaments for children, Spartakiads. This can also be seen in the UK

as there are several competitions for children such as Mini Olympics that help talent identification.

East Germany implemented scholarship and boarding school programmes, allowing performers to access best facilities and coaches. This can also be seen as 1300 athletes in the UK are on scholarship/academy programmes in order to increase talent.



**ResultsPlus**  
Examiner Comments

The response contains a very good writing style linking each point being made about East Germany to the feature found in the UK.

There is sufficient detail to warrant a Level 2, with 5 or 6 key points being made. What would have elevated this to a Level 3 and full marks would have been the depth of detail expected for that level.

For instance, when talking about sports science inclusion, the role of the English Institute of Sport would be a positive addition. When including reference to elite structures in the first paragraph then naming the sports institutes of either Loughborough or Bath, for instance, would have added to the quality of the response.

In all, this is a good attempt to examine the influences of East Germany on the UK, with lines of reasoning presented and supported by some evidence and in examining a range of ideas.

Total: 5 marks

Level 2



This response is set out in a reader friendly way: each point is written in a discrete paragraph.

## Question 17

The command word 'outline' required candidates to detail a brief account of non-linked points (AO1) on the Sport England initiative 'Uniting the Movement'. The specification asked centres to study initiatives/programmes to promote community participation in the UK (Topic 5.7.2).

These evolve and change over time and this is a major Sport England 10-year initiative and as such was one of which candidates should have been made aware. The mark scheme details dates, objectives and key features.

Very few, if any, candidates were versed in the "Uniting the Movement" initiative. Centres are advised to keep abreast of recent initiatives, either through direct teaching or use of research tasks for students. As such, marks for this question were not high.

However, this was a good example of where the educated guess served many candidates well. They focussed on the word 'uniting', detailing bringing communities together or developing diversity, equality or inclusion. Many referenced increased participation, which was commonplace amongst most earlier schemes.

Candidates are advised to write concisely, avoiding the over-use of space and extra writing time, whilst fulfilling the command word requirement.

17 Outline the Sport England Initiative 'Uniting the Movement'.

(3)

Uniting everyone no matter what gender, race, class, disability or ethnicity, to gain equal chances, fair treatment whilst playing or spectating and stamping out discrimination and stereotypes through adverts, protests and campaigns, to make sport safe for all.



**ResultsPlus**  
Examiner Comments

This example highlights the association shown by some candidates and outlines one of the key components of the initiative 'Uniting the Movement'.

This response gains a single mark but captures a key component of bringing together sections of the community.

Total: 1 mark

17 Outline the Sport England initiative 'Uniting the Movement'.

(3)

This involves the idea of Sport for all and mass participation which allows everyone the ability to take part in sports. This is part of Sport England's whole sport <sup>plan</sup> ~~who~~ to increase participation in sport to develop elite athletes and to achieve a healthier nation overall. It promotes equality in sport by inviting all ages and genders to take part in sport.



**ResultsPlus**  
Examiner Comments

There is a feeling that the candidate has made an educated guess but has included content contained on the mark scheme.

In outlining the benefits of health to the nation and the inclusion of promotion of sport activity for the wider community, this response is worthy of credit.

The movement has no direct component for elite development and therefore this content gains no credit.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Read your response through, after completion, to avoid repetition.



## Question 18

The command word 'analyse' required candidates to examine something methodically and in depth, typically in order to explain and interpret it. Marks were awarded via the levels-based assessment of AO2: 5 marks for applied knowledge and AO3: 10 marks for analysis.

Globalisation is a major topic that embraces many concepts and, as such, is a frequent extended response topic. Q18 was also the second asterisked question and this topic can attract much reference from across the course of study. Level 5 marks were rare but some candidates gained a Level 4.

The main criticism of responses was that they tended to remain descriptive. Very few engaged with the positive and negative impacts on both sport and society. The two key words in the question title could have formed chapter headings and steered the candidates in their writing.

Colonialisation was a usual starting point and worthy of credit, but not the sole focus for such an essay and this was often over written. There is significant detail in the mark scheme for this question. It allowed candidates to make reference to a wide range of impacts, from increased knowledge of sport, wider sports coverage, depth of analysis, sports being played on other continents, to the awareness of new technologies and travel opportunities.

Many responses were narrow in their range and therefore limited in content. Labour migration and its impacts both home and abroad, and increased media coverage, were the most popular topics.

Some responses discussed 'plastic Brits' correctly , and also increasing sports standards. It was pleasing to see references to central themes such as the:

- 'golden triangle'
- Americanisation of global sport
- increased elite provisions, allied to expanding football world cup final fixtures, for example, for both male and female teams

Structure is vital for the extended response questions. A succinct introduction, discrete and chronological ordered paragraphs should build to a clear conclusion. Using the command word 'analysis' indicates that candidates should form statements of judgement and interpretation.

**\*18 Analyse the 'globalisation of sport' and its impact on sport and society.**

Use your knowledge and understanding from across the course of study to answer this question.

(15)

The globalisation of sport is due to the golden triangle which is the linkage between sport, media and sponsorship/business. It has developed sport and caused major impacts on society.

The golden triangle has resulted in a huge increase of money within sport and viewership across the world due to development of technology. Due to a shrinking world more and more competitions have been created meaning an increased desire to win. Sponsors provide the money to players and the media allows sponsors to generate more money meaning increased desire to win. Due to that there's been an increase in cheating which is breaking the rules. For example, Lance Armstrong took PEDs such as EPO and blood doping to increase chance of winning as the money provided by the sponsors and the prize provided by the media increase significantly as a result of winning.

Americanisation of sport is the spread of western culture as a result of globalisation. This has brought about activities such as half time show cases and hourdinger. Half time showcases give entertainment to fans on TV and present at the event this is supposed to have a positive

effect on society. Americanisation has also increased sponsorship with hoardings and adverts. This is increased revenue that can be spent on sport to turn players and merchandise into commodities or to develop the quality of sport. For example, football players have become commodities however due to increased funding in equipment, coaches, recovery processes and staff, this has meant the quality of sport of which they play has also increased as a result of funding by clubs or sponsors.

Globalisation has meant people / society can view sport all around the world. Due to increased accessibility to watch sports combined with increased competitions and rewards has meant there is an increase in fans as well as passion in fans leading to rivalry. Globalisation of sport has also meant the sport has spread across the world meaning more people are able to play it. This causes an increase in exercise across the world as well as enjoyment positively influencing mental health. ~~This is an error~~ For example globalisation of Football now means most countries in the world now participate in the sport.



The content focuses on two key concepts: the golden triangle and the Americanisation of global sport.

The response has merit in that it attempts to apply these two concepts to the impacts on society through:

- increased sport revenues
- the effects on sport becoming more entertaining
- sport as seen in the rise in sports science, building better quality of performances, qualified by the rise in deviancy through the use of PEDs.

The response contains some links between theory and practice and uses appropriate technical language.

The level of explanations and interpretations drawn are good and the technical language acceptable for a Level 3 mark, although some are not fully developed.

This response also benefits from a final paragraph that details other impacts, such as health benefits from increased broadcasting, or a rise in rivalries and injuries.

Use is made of analysis to form a judgement but without full substantiation. As an \* question there is the inclusion of content from the wider specification through brief reference to health benefits and sports injuries.

Total: 7 marks

Level 3



A plan helps create structure in your answer.

Include this within the writing framework (space): you can gain credit for this.



**\*18** Analyse the 'globalisation of sport' and its impact on sport and society.

Use your knowledge and understanding from across the course of study to answer this question.

(15)

Globalisation is the process by which sport and its different customs has spread across the world. Britain has played a fundamental role in spreading sport across the world by Colonial diffusion for example not now we have the establishment of NGBs (National governing bodies) and IGBs (International governing bodies) meaning sport has become globalised.

The Oxbridge Rugby Pot (OMP) ~~was~~ ~~lead~~ to the establishment of the first NGB in Britain as those public school boys brought their customs and traditions together and created a codified set of rules. Some boys went back to teach at public schools while others joined the Army. Those who joined the army took their customs and traditions with them to places around the world. These codified rules ensured sport to be played in the countries across the world where the Army went. Spectators would watch and join ~~the~~ in with the Army getting people playing sport.

The Church has also played ~~the~~ a role in the globalisation of sport because as Britain colonised across the world, Churches were set up and sport became associated with the Churches in British colonies meaning more people got to know the sports played by the British. The association

With the Church maintained sports amateur but as time passes and the commercialisation takes place of sport whereby the media, sport and business link in the golden triangle sport became more than just a past time.

Now, we experience the sporting labour migration which allows new tactics and strategies to be introduced to new countries spreading sport. Technology has also allowed sports and games in specific countries to become more popular ~~with~~ in different countries for example American Football in the UK. On the other hand, an increase in sporting labour migration has lead to big money transfer leading to an increase in pressure to perform and this could increase the risk of cheating actions. Also, ~~athletes can lose~~ athletes can lose their identity with their countries and the globalisation of sport has meant that sport has become a political statement. This can be seen through the Black ~~Power~~ Power movement ~~in~~ in Mexico 1968 with Tommie Smith and John Carlos and more recently with the Black Lives Matter and taking a knee in sport.

The globalisation of sport, due to the way in which it came about, has also lead to criticisms from society. Take for example the Commonwealth Games, Dubai has been ~~the~~ the only host nation outside of ~~Britain~~ Britain which raises questions about the ethical nature of ~~the~~ them.



Globalisation has also lead to a spread in sports systems for example East Germany ~~as~~ in Britain, their need for the 'window-shop effect' to promote their political ideals has lead to other countries adopting similar methods to produce elite athletes for example UK and Australia.

Society may experience an increase in playing standards and so sport becomes more enjoyable for the ~~person~~ viewer. It has in a way brought the world together playing the same, codified sport but like the example of the Commonwealth Games, it can also cause a divide.



This response scores a high Level 3 mark.

The introduction offers a very good way to begin an extended response. There is historical context through colonial diffusion and through the establishment of National Governing Bodies (NGBs) to International Governing Bodies (IGBs).

The development of globalisation through the role of the Public Schools, Army and Church shows understanding of early, or the first-phase globalisation, is reasonably well-explained.

Further development through modern labour migration and its impacts, technological enhancements, increased deviancy and the use of sport for political motives and the shop window effect, and the issues over commonwealth games inclusions, show confusion with the FIFA world cup.

The point of ethical issues is made and adds to a depth of candidate understanding – although these are not fully developed.

The issue with this response is that it does not identify the *effects* for both sport and society.

There are links between theory and practice and some appropriate technical language.

Analysis is used to understand factors that underpin performance, whilst analysis is used to make judgement without full substantiation.

Some confusions are evident in this text and the conclusion highlights this, with reference again to the Commonwealth Games rather than the FIFA World Cup, without full contextualisation.

The response had the potential to achieve a higher level if the above issues had been addressed.

The inclusion of content on political issues and the influence of East Germany shows reference to the wider specification as required from an \* marked question.

Total: 10 marks

Level 3



Space discrete paragraphs with a single line.

## Question 19

The command word 'evaluation' required candidates to use analysis to make a judgement.

This question focussed on the provisions, opportunities and status of women's participation in global sport. As such, responses varied, largely due to demand for A02: 5 marks for applied knowledge and A03:10 marks assessing analysis.

The use of the data table added to the information available to candidates and increased the analytical possibilities. Some candidates did gain a Level 4 award whilst Level 5 awards were rare.

The question provided a clear guide for candidates in the identification of provision, opportunity and status (or esteem) for women. These could have formed sub-headings and thereby directed candidates to answering the specific question. Many responses formed a 'stock' answer using the provided information only, to describe the current status of women's participation in sport.

Only a few higher-marked responses provided an evaluation of participation and examined the issues across the globe. Such responses:

- suggested reasons for the current situation
- provided an assessment of increasing media presence or role models
- indicated ways in which participation could be increased

The question referred to global sport and it was pleasing to see references to this through cultural diversity still negatively impacting women in sport.

Some responses linked the data correctly to the question and concentrated on:

- the number of women participating in sport
- the impact of family commitments
- educational provisions

In addition, some candidates referenced information on media and opportunities for women and how this has changed over time. Some included information on the amount of sports clubs and teams now available and the impact of the success of the Lionesses.

Some responses contained interpretations of widespread 'old-fashioned' values and beliefs regarding the role of women, their sporting ability and social status – these should be discouraged because they are outdated and mis-placed.

The final questions can often be the lowest in their marks because candidates tend to run out time, energy or both. As such, many responses were unfinished, which illustrated the value of including a written plan. It adopts a strategy to time-manage the paper and examiners are able to credit content from this.

Candidates should use the key words as often as possible in their answers: provision, opportunity and status.

These could also be used as chapter headings: these direct candidates to answering the question.

19 Evaluate the provision, opportunity and status of women's participation in global sport.

Use the information in **Table 1** to support your answer.

(15)

<u>26%</u> of women are <u>inactive</u> (less than 30 minutes of physical activity each week)
<u>13%</u> of women are <u>fairly active</u> (30–149 minutes of physical activity each week)
<u>✓61%</u> of women are <u>active</u> (doing 150+ minutes of physical activity each week)
<u>✓41%</u> of girls participate in <u>team sports</u>
<u>43%</u> of girls continue to be <u>significantly less active than boys</u>
<u>19%</u> of girls aged <u>14–16</u> feel <u>confident</u> when <u>exercising or playing sport</u>

(Source: <https://Womeninsport.org/Stats Pack For Media/February 2021>)

**Table 1**

It is undeniable that the provision, opportunity and status of women's participation in global sport is increasing, due to the increase media coverage of women's sport. However, it is clear that from the data in table 1 there are factors that limit participation.

The fact that 61% of women are active and 41% of girls participate in team sport, shows that the provision and opportunity is increasing for women. Through increase in established youth women's leagues for various sports and school teams. Alongside the establishment of women only gyms, ~~which tackle~~ and exercise classes



which increase the level of opportunity provided for women and girls.

However, the fact that 26% of women are inactive and 19% of girls feel confident when exercising or playing sport, amplifies the fact that there are many barriers that need to be broken down. The fact the participation rates are low could be explained by lack of media exposure of women's sport on mainstream TV, therefore leading to a lack of role models for women in elite sports. However, the increased focus, support and coverage of the women's Euros ~~2021~~ 2022 and Women's FA Cup final shows by breaking attendance records in stadiums, shows that it is increasing. Another reason for low participation rates in women could be the lack of provision for mothers of young children. Furthermore one way of combating this issue could be have Mum and baby classes or provide childcare at gyms so the mothers can complete the classes. In addition another possible reason for the fact that most young girls don't feel confident could be linked to their environment, such as fear of being judged by male students, so, one way of preventing that is offering girl only sessions in the school.

gym and girls teams. On the other hand, the influence of the media and very thin models could cause a lack of confidence in their bodies.

In conclusion, it is evident that women still need to be a target group for participation as their participation levels are lower than men. However, the changes in media coverage and opportunities for women sport such as clubs and women only gyms, it is also clear that the participation levels are increasing as women's sport is getting more focus and status.



The introduction is brief yet sets the scene. The data used is minimal throughout and is not fully-used to support the discussions made. Where included at the start of the response each inclusion is qualified with analysis, offering some depth of applied knowledge.

Examples on the issues raised are valid and discussion on media coverage and the impact of role models, is made correctly.

Provision issues are mentioned through child care. Female self-confidence highlights the feelings felt towards sports participation in schools and females' negative feelings due to being judged.

There are some links made between theory and practice and the use of technical language is occasionally appropriate. Analysis is used to make judgement without full substantiation.

A solid conclusion is made, offering suggestions on the ways female participation can be increased through provisions and therefore creating opportunities, such as female-only gyms.

The overall response has merit but requires better use of the data table and a wider range of examples.

In addition, further content specifically related to more opportunities deriving from better provisions, and the relative changing status for women and how this can happen, would have been of benefit.

Total: 9 marks

Level 3



Use the keys words as often as possible.

Analysis is still a key feature of the assessment.

Judgements do not always have appear only in a final conclusion: they can be written throughout the answer.



**19** Evaluate the provision, opportunity and status of women's participation in global sport.

Use the information in **Table 1** to support your answer.

(15)

26% of women are inactive (less than 30 minutes of physical activity each week)
13% of women are fairly active (30–149 minutes of physical activity each week)
61% of women are active (doing 150+ minutes of physical activity each week)
41% of girls participate in team sports
43% of girls continue to be significantly less active than boys
19% of girls aged 14–16 feel confident when exercising or playing sport

(Source: <https://Womeninsport.org/Stats Pack For Media/February 2021>)

**Table 1**

over the years the opportunity for women to participate in sport has only grown and there are now many more girls playing sport than ever before. However women still face many barriers when it comes to stereotyping and gender inequality.

From the data, we can see that there are ~~now~~ over double the amount of women active as there are inactive. This would be due to initiatives like This Girl Can, that have been working to ensure women get the same opportunity to do sport as well as increasing women's confidence to try something new. However we can see that only 19% of teenage girls feel confident playing a sport. This would be due to the fact that women's sport/athletes are shown on TV significantly less than men's male sports. ~~Which is the business~~ However I do believe this number may have increased from 2021 due to the success of the Lionesses at the Euros in Summer 2022.

as well as the number of sports shown at the Commonwealth Games and both young and old sports personality of the year series being women.

In terms of opportunity for women sport, it has grown massively from the pre-industrial society. But when popular recreation was played, sports like rugby football and real tennis were played only by men as it was seen as too violent for 'delicate' women. Later women were permitted to play sports like bowls and tennis, but were not permitted to sweat or show any competitive spirit. Post industrial revolution when education became more important for girls and boys, girls began playing other sports like hockey and lacrosse. Throughout the years role models like Billie Jean King appeared for women, and the role of women became more prominent during the world war when they took over male jobs.

Now, ~~we~~ women compete in all the same events/sports as the men and role models such as <sup>Dina Asher Smith</sup> ~~Andrea Boddie~~ continue to inspire young ~~a~~ girls in sport. However, in many sports women are not awarded the same prize money as the men. Only recently in Wimbledon women and men earn the same. This has been disputed as men play a greater number of sets and their matches are often longer than the women, so many people have argued that men deserve more.

However, ~~one~~ even after Billie Jean King's battle of the

sexes women are still not allowed to compete against men. As men are naturally more muscular and athletic than women it is seen as unfair. But when women do put on more muscle and become more toned, they are stereotyped in the media as too 'manly'. This shows the equality for women has still ~~not~~ still not been reached.

In many countries across the world such as Asian, 3rd World countries, women play an important role in the house of being a mother, cleaning and cooking. This means they have less time to participate in physical activity. They may also not have the confidence to try something new when they are used to the familiarity of their life.

Women in elite sport also have to make sacrifices if they decide they want to have children. Women have to take a large period of time off sport to have children where their body goes through major adaptations and loss of fitness. Not many ~~star~~ women have returned to the same level after having children. But athletes like Serena Williams have shown it is possible.





The content covers many areas of the mark scheme and articulates the points being made with a logical thread.

The use of data is only included once and this detracts from the potential for this response to be a Level 5.

The candidate explores provisions, opportunities and the status of women and makes note in the title of reference to global sport, rather than a focus only at a local level.

There is an historical placing, and issues such as role models, financial rewards, overseas cultures, sports campaigns, issues of child-birth and media coverage are included.

There are strong links between theory and practice and appropriate technical language. Inclusion of the role of Billie Jean King, for instance, is a significant sporting milestone for women in all areas and the recent successes of the Lionesses supports a more contemporary example.

The status of women is referenced with a good example of the Sports Personality of the Year. Whilst the status of women in sport is often held through comparison with men, female athletes that build body muscle mass or a more athletic physique are then viewed negatively.

Issues such as body changes and time away from sport due to child-birth show a certain maturity of writing.

There is a 'comprehensive' analysis of the factors underpinning sport and analysis is used to make clear judgements but this answer lacked a final conclusion, which could have drawn together the points contained in the wider text and elevated the level awarded.

Total: 11 marks

Level 4

## Paper Summary

Based on their performance on this paper candidates are offered the following advice:

- Be familiar with the meaning of the command words in order to be confident on each question's demands. They should develop an understanding of the marks available for each Assessment Objective – AO1, AO2 and AO3
- Do not ignore the need for the correct spelling of key terminology
- Prepare for the extended levels-based questions through practice in developing a plan and a writing structure. In particular, aim to produce shorter, more discrete, or dedicated, paragraphs covering a single point or theme. It is essential to include both an introduction and a final conclusion, or summary, which fulfil the assessment objectives
- Avoid writing overly-long sports examples
- Time-manage the completion of the paper – one strategy would be to complete the extended writing questions first. These can always be revisited if additional content comes to mind
- Use the mark scheme to help build the depth of knowledge expected from future candidates. The mark scheme contains indicative content for the levels-based questions and is therefore a way of establishing the depth of knowledge required for future examinations, and a direct way of reviewing these topics

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

